

This bachelor's thesis called "The Structured Tuition not Only for Children with Autism", as the title implies, deals with the benefits of the structured tuition for children with autism, but also for children with intellectual disability, attention disorders and developmental dysphasia. The work is divided into two parts. In the first part is closely described the method of the visually supported structured tuition. The following chapters contain the description of the particular handicaps. We find here the definitions, the division, and concrete options and ways of application of the structured tuition. The second part contains four case interpretations. Each of them deals with a case of one child with one of the described handicaps. Their purpose and goal is to show how the method works in place and subsequently confirm (or disprove) its positive effect and asset.